



University Council

August 19, 2022

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Dear Colleagues:

The attached proposal from the College of Public Health for a new major in Health Services Research and Policy (Ph.D.) will be an agenda item for the August 26, 2022, Full University Curriculum Committee meeting.

Sincerely,

Susan Sanchez, Chair

University Curriculum Committee

cc: Provost S. Jack Hu  
Dr. Marisa Pagnattaro



**UNIVERSITY SYSTEM OF GEORGIA**

# USG Academic Degree Program Application

Released  
December 21, 2020

## Version Control

| <i>Date</i>            | <i>Changes</i>   | <i>USG<br/>Approved<br/>date</i> | <i>Website<br/>update date</i> |
|------------------------|--|----------------------------------|--------------------------------|
| <i>12-18-<br/>2020</i> | <i>Revised question 34 and 61 for clarity; Revised question 47 to include part b with the tuition comparison table for peer or competitive programs; reworded question 49 to include costs and benefits per fee; Revised question 50 related to additional costs to students; Revised question 51 to clarify the question related to indirect costs.</i> |                                  |                                |
|                        |  |                                  |                                |
|                        |  |                                  |                                |

### *NOTE:*

*Italicization* indicates a question or field on the in-take form

*^=* indicates accreditation related content

### **USG Routing**

- Program was part of the Annual Academic Forecast*
- This proposal can be expedited (Nexus, established concentration with strong enrollment)*
- This proposal requires USG integrated review*

## **USG ACADEMIC PROGRAM APPLICATION**

### **A. OVERVIEW**

*To be completed as part of SharePoint Submission*

1. **Request ID:** *(SharePoint Generated unique ID)*
2. **Institution Name:** *University of Georgia*
3. **USG Sector:** *Research University*
4. **School/Division/College:** *College of Public Health*
5. **Academic Department:** *Health Policy and Management*
6. **Proposed Program Name:** *Doctor of Philosophy with a major in Health Services Research and Policy*
7. **Major:** *Health Services Research and Policy*
8. **CIP Code (6 digit):** *44050301*
9. **Degree Level:** *Doctoral*
10. **Anticipated Implementation Semester and Year<sup>^</sup>:** *Fall 2023*
11. **Was this program listed in the most recent Academic Forecast?**

*Yes*

*No (If no, explain why below)*

This proposal was not included in the University of Georgia's Academic Forecast because it had not yet been submitted for review through the faculty governance process.

### **12. Program Description (Provide a description of the program to be used in the Board of Regents meeting packet):**

This proposed major in Health Services Research and Policy (Ph.D.) is designed for students who are interested in a career in academia – teaching and research in private or public universities, and public service through land and sea grant universities, governmental and public agency settings, and research positions related to health policy, health care management, health services research, health economics, etc. Students enrolled in this program will examine the organization and financing of health systems and services, assess the impact of health policies on population health, evaluate programs and policies to provide evidence during the policy-making process, and inform local, state, and national policies. Furthermore, it is not limited to studying the impact of upstream policies on population health. The program participants will also study the social determinants of health, health disparities, and challenges of adopting policies downstream, striving for equitable impact. The systems of interest are not limited to the health care systems, as the health care systems do not function in isolation, but more broadly, students will follow a holistic approach to clinical-community integration. The range of interest is not limited to domestic health topics but extends to global health. The program is interdisciplinary in nature,

nurturing students to expand on specific areas that they find themselves interested in, such as gerontology, disaster management, policy and program evaluation, and health management through a selection of elective courses. Regardless of the focus area, the program will provide an interdisciplinary application of the social and behavioral sciences to health issues in real time.

The goal of the program is to prepare graduate students to play leading scientific roles to address many challenges of healthcare and healthcare systems in the nation and around the globe. Graduates will make significant contributions in the fields of health services research and health policy through teaching, research, policy practice, and leadership.

**13. Accreditation<sup>^</sup>: Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate not applicable).**

The accreditation requirement associated with this program is the accreditation from the Council on Education for Public Health (CEPH). Once the program is initiated, it will be included as one of the degree programs with CEPH reports and annual updates. Since all the CEPH requirements were taken into account in designing the program, no separate accreditation of the degree will be needed. The college will notify CEPH that a new Ph.D. program has been initiated in the Department of Health Policy and Management. CEPH's mission is to assure quality in public health education and training to achieve excellence in practice, research, and service, through collaboration with organizational and community partners with the following vision: "Excellence in public health education for a healthier world."

**14. Specify SACSCOC or other accreditation organization requirements<sup>^</sup>. Mark all that apply.**

- Substantive change requiring notification only <sup>1</sup>
- Substantive change requiring approval prior to implementation <sup>2</sup>
- Level Change <sup>3</sup>
- None

**B. STRATEGIC PLAN**

**15. How does the program align with your institutional mission and function<sup>^</sup>?**

**If the program does not align, provide a compelling rationale for the institution to offer the program.**

The program aligns with the institutional, as well as the land-grant and sea-grant, mission of the University of Georgia (UGA), the College of Public Health (CPH), and the Department of Health Policy and Management as outlined here. This major is in alignment with the University of Georgia's mission to provide "a wide range of academic and professional programming at the baccalaureate, master's, and doctoral levels" and to fulfill the land-grant and sea-grant mission "to teach, to serve, and to inquire into the nature of things." The mission of the CPH is as follows: "to advance the health of all, through research, hands-on learning, and community engagement, we commit to improving the public's health in Georgia, our nation, and the world" with a vision of "a healthier, safer, more equitable world for all in

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<sup>1</sup> See page 22 (Requiring Notification Only) of [SACSCOC Substantive Change Policy and Procedures document](#).

<sup>2</sup> See page 17 (Requiring Approval Prior to Implementation) of [SACSCOC Substantive Change Policy and Procedures document](#).

<sup>3</sup> See page 3 (Level Change Application) of [SACSCOC Seeking Accreditation at a Higher or Lower Degree Level document](#) for level change requirements.

Georgia and the world.” A key component of fulfilling this mission and vision is informing health policies and structure of the health care systems that impacts every citizen of the state, country, and the world. In this, the college proudly hosts three Ph.D. programs at the present: Environmental Health Science, Epidemiology and Biostatistics, and Health Promotion and Behavior.

The existing programs do not include policy-focused research or teaching paths. The Ph.D. in Health Services Research and Policy will fill this gap by providing pedagogy in health services research and policy with a range of research and interest-related focus options. The program will provide the skills needed for higher-level human resources to inform health policy and health services research. Public health policies include the laws, regulations, actions, and decisions formulated and implemented at different levels and jurisdictions such as federal, state, and local. Regardless, the goal is the same – to meet health goals. The field of public health policy creates action from research and finds solutions to identified problems. Therefore, it is an essential arm of public health and is much needed to fulfill the “advance the health of all” mission and function of the college by playing roles in multiple sectors such as healthcare, insurance, education, and business.

**16. How does the program align with your institution’s strategic plan and academic program portfolio? Identify the number of existing and new courses to be included in the program.**

The CPH revised its strategic plan and realigned the college’s mission, vision, values, and goals to elevate CPH’s standings, outcomes, and contributions to the field of public health, and to ensure that the college is truly meeting the public health needs of the communities, not only in Georgia, but also nationally and globally. In alignment with the UGA strategic plan, the CPH strategic plan focuses on the following two strategic directions:

1. Promoting Excellence in Teaching and Learning
2. Growing Research, Innovation, and Entrepreneurship

The proposed Ph.D. program aligns with each of the directions as follows:

**Promoting Excellence in Teaching and Learning:** The coursework and programs provided by the college enhance relevant skills and subsequent employment opportunities. A growing area of workforce need is in the health services research area, and having a Ph.D. in Health Services Research and Policy will open employment opportunities for graduates. Furthermore, one of the college’s goals is to “promote academic access and success for all students, with particular effort dedicated towards optimizing success levels for under-represented, rural, first-generation, older and non-traditional, and other underserved students.” Evidence suggests that first-generation, older, non-traditional, and other underserved students are under-represented in higher education programs in health services research, and the addition of this Ph.D. will result in increased access to higher education opportunities.

**Growing Research, Innovation, and Entrepreneurship:** The proposed Ph.D. is focused on health services research, which will generate research to grow the research enterprise and lead to innovations in the area of policy and health services research.

The Ph.D. will respond to the ongoing and increasing need for public health researchers to support decisions, plans, and actions that are undertaken to achieve specific healthcare goals within the society, defining a vision for the future with established targets. Through a research-oriented academic doctoral program in health services research and policy, this major will train students to lead in scientific roles addressing the many challenges faced by health care and public health systems not only in the state of Georgia, but also in the United States and around the world. Further, the program will contribute to the

multidisciplinary environment at UGA by providing students in this program with an opportunity to pursue collaborative research with researchers both within and outside the department. This will allow them to develop collaborative skills and enrich a multifaceted perspective needed as a health policy and health services researcher. Moreover, resources and training available for the Ph.D. program will provide students from other departments an opportunity to enhance their multidisciplinary approach in the context of public health. The Ph.D. will fulfill the need for health services and policy researchers and enrich UGA's multidisciplinary approach to address and solve complex social issues.

The Ph.D. in Health Services Research and Policy will require a minimum of 49 credit hours of specific coursework. Students must have a master's degree, preferably in Public Health. If a student is admitted to the program with a non-public health related master's degree, the student must complete PBHL 7100, Fundamentals of Public Health. The program will include at least 13 existing courses, one new 3 credit hour course, and four new 1 credit hour courses. All students will be required to take one ethics course (HPAM 7760, Public Health Law and Ethics for Public Health Practitioners). There are two sequential courses in Health Economics (HPAM 7600, Health Economics I, and HPAM 8600, Advanced Health Economics) and Research Methods (HPAM 8300, Research Methods in Health Policy, and HPAM 8350, Research Methods II in Health Policy). Students also must take an 8000-level course on policy analysis (HPAM 8400, Advanced Policy Analysis in Public Health) and an 8000-level course on Social Determinants of Health (HPAM 8340, Social Determinants of Health and Health Disparities). In addition, students must take directed and doctoral research, and dissertation credit hours (HPAM 9000, Doctoral Research, and HPAM 9300, Doctoral Dissertation, respectively). The program also includes four, 1 credit hour seminar courses (HPAM 8011, HPAM 8021, HPAM 8031, and HPAM 8041) which are sequenced and will focus on grantsmanship. The program of study includes three elective courses to be chosen between the major professor and the student. The elective courses can be chosen from any department. In addition to the coursework, students can enroll in at least one semester of teaching assignment in the third or fourth year and engage with ongoing research over the four-year program.

Furthermore, the students will engage in health services research and produce an advanced research project as a part of their program of study. The students will also complete coursework and other experiences, outside of the major paper or project, that substantively address scientific and analytic approaches to discovery and translation of public health knowledge in the context of a population health framework.

Provided below is the list of required courses:

1. BIOS 8010, Regression and Analysis of Variance (3 hours)
2. HPAM 7600, Health Economics I (3 hours)
3. HPAM 7760, Public Health Law and Ethics for Public Health Practitioners (3 hours)
4. HPAM 8011, Doctoral seminar I (**New**) (1 hour)
5. HPAM 8021, Doctoral seminar II (**New**) (1 hour)
6. HPAM 8031, Doctoral seminar III (**New**) (1 hour)
7. HPAM 8041, Doctoral seminar IV (**New**) (1 hour)
8. HPAM 8300/8300E, Research Methods in Health Policy (3 hours)
9. HPAM 8340/8340E, Social Determinants of Health and Health Disparities (3 hours)
10. HPAM 8350, Research Methods II in Health Policy (**New**) (3 hours)
11. HPAM 8400, Advanced Policy Analysis in Public Health (3 hours)
12. HPAM 8600, Advanced Health Economics (3 hours)
13. HPAM 9000, Doctoral Research (at least 6 hours)
14. HPAM 9300, Doctoral Dissertation (at least 6 hours)
15. Graduate-level elective course (at the 7000- or 8000-level) 1 (3 hours)
16. Graduate-level elective course (at the 7000- or 8000-level) 2 (3 hours)

17. Graduate-level elective course (at the 7000- or 8000-level) 3 (3 hours)
18. GRSC 7770, Graduate Teaching Assistant (1 hour, **optional**)

### **C. NEED**

**17. Was this proposal and the design of the curriculum informed by talking with alumni, employers, and community representatives?**

*No*

*Yes (If yes, use the space below to explain how their input informed this proposal)*

Yes, the proposal was developed based on feedback from alumni, employers, and community representatives. This Ph.D. proposal is based on numerous interactions, requests, and inquiries from UGA students and from students outside of UGA. During Doctor of Public Health (Dr.P.H.) program application cycles, there are applicants that are more appropriate for a Ph.D. program. The Doctor of Public Health is geared towards working professionals and requires three years of professional experience. At least 10% of the applications from those who are interested in the program but do not have the working experience would be more suitable for the proposed Ph.D. program. The acceptance rate for the Dr.P.H. is close to 20%, indicating a strong demand outpacing the capacity for the Dr.P.H and interest from students who are new to the field of public health, health policy, and health services research.

**18. Does the program align with any local, regional, or state workforce strategies or plans?**

*No*

*Yes (If yes, please explain below)*

Yes, the program aligns with the national workforce strategies. Georgia and the neighboring states in the Southeastern region saw a growing demand for public health students focusing on health services research, health policy analysis, and health economics. For example, the Centers for Disease Control and Prevention (CDC) has the Prevention Effectiveness Fellowship (PEF) program that recruits doctoral students majoring in health economics, health services research, or decision sciences. This year, the CDC established the Center for Forecasting and Outbreak Analytics and recruited more PE fellows than in the past years. Augusta University, formerly the Medical College of Georgia, is developing its research track on health services research and population health management. This year, they opened several post-doctoral positions for doctoral students focusing on health services research.

Employment in healthcare occupations is projected to grow 16% from 2020 to 2030, much faster than the average for all occupations, adding about 2.6 million new jobs.<sup>a</sup> Healthcare occupations are projected to add more jobs than any of the other occupational groups. This projected growth is mainly due to an aging population, chronic diseases leading to greater demand for health care services. Among the healthcare occupations, the public health workforce is the first line of defense against outbreaks and other health threats. As the healthcare industry transforms into a data-driven industry, professionals trained in health services research who can lead work with big data are needed. The leaders must be able to lead a team with a vision for improvement that fully harnesses data capabilities. The demand for data scientists is growing and data science is a high-demand skill. A large sector of data comes from the healthcare industry, providing an opportunity for data-driven healthcare improvement. The proposed

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<sup>a</sup><https://www.bls.gov/ooh/healthcare/home.htm>



Ph.D. will train a cadre of researchers who can lead research using public-health related big data to inform policy.

Furthermore, the COVID-19 pandemic has brought to light the existing health disparities faced by the U.S. South and generated more need and interest in research to inform policies and programs in this region. Therefore, it is even more important to have students trained to conduct health services research in Georgia.

**19. Provide any additional evidence of regional demand for the program^ (e.g. prospective student interest survey data, community needs, letters of support from employers)**

Please see appendix 1 for letters of support from colleges in the University, and prospective employers.

**20. Identify the partners you are working with to create a career pipeline with this program<sup>4</sup>.**

*Mark all that apply*

- High School CTAE
- High School STEM
- Career academies
- TCSG programs
- Other USG institutions
- Other universities
- Employers
- Community partnerships
- Professional associations
- Other (specify below)

HBCUs

None

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<sup>4</sup> Provide letters of support and explain the collaboration and how partners will share or contribute resources. (Consider internal pipeline programs – “off-ramp program” Nursing to integrated health or MOUs for pathways with other USG institutions (pipelines – keep them in state for grad school if we can)

**21. Are there any competing programs at your own institution?**

*No*

*Yes (If yes, provide additional information about the competing program(s) below).*

The only doctorate program at UGA that may have some overlap with the quantitative methods with the proposed program is the Ph.D. in Public Administration and Policy in the School of Public and International Affairs (please see support from this program in the Appendix). Although there are some similarities in the research methods, methodology courses, and policy coursework, there are some major differences between these two programs that will ensure the proposed Ph.D. in Health Services Research and Policy will not be in direct competition with the major in Public Administration and Policy (Ph.D.). The existing major in Public Administration and Policy (Ph.D.) does not have any specific course offerings in public health, healthcare, health services, or health policy. In fact, students in that major who are interested in taking courses in these topic areas are commonly advised to take courses offered by the Department of Health Policy and Management.

As courses focusing on public health, healthcare, health services, and health policy are only offered in the Department of Health Policy and Management, no direct competition with other UGA programs is expected. This major specifically focuses on the area of health services research, which is not a focus of any existing program. The only similarity with the major in Public Administration and Policy (Ph.D.) is that there is some overlap in the policy curriculum that forms the basic skill set in analysis. These similarities are not uncommon across many different academic programs in the social sciences. When it comes to the focus on health, however, it is a completely unique area of focus. Graduates of this program will likely find employment opportunities in health economics, while graduates of Public Administration and Policy (Ph.D.) tend to pursue employment in public policy.

**22. The program service area is used as the basis for labor market supply and demand analysis. What is the program's service area (local, regional, state, national)? If outside of the institution's traditional service area, provide a compelling rationale for the institution to offer the program. If the program's service area is a region within the state, include a map showing the counties in the defined region.**

The proposed program's service area is regional, national, and international.

**23. Do any other higher education institutions in close proximity offer a similar program?**

*No*

*Yes (If yes, provide a rationale for the institution to offer the program)*

Emory University, University of South Carolina, University of North Carolina Chapel Hill, University of Alabama Birmingham, Georgia State University, Clemson University, and University of Tennessee Knoxville all have a Ph.D. program in health services research or health policy and management, though the latter two universities do not have an accredited College of Public Health. However, the Public Health (Ph.D.) in-state at Georgia State University does not have a focus on grantsmanship development, unlike the proposed UGA major. Many of their graduates are hired by hospitals, governments, and academic institutions, demonstrating a growing job market in health policy and health services research. The job market is growing, as mentioned in response to question 18. Therefore, a scan of regional programs clearly demonstrates that UGA is behind and must catch up with a program in Health Service (Ph.D.) to meet increasing regional and national demand. Furthermore, several other

Colleges of Public Health in the state such as Georgia Southern do not have a Ph.D. program. University of North Georgia has a College of Health Sciences and Professions that offers Healthcare Services and Informatics Administration (B.S.), and several nursing/PT programs, but does not have a Ph.D. Augusta University offers an MPH and no Ph.D. Therefore, the College of Public Health’s Health Services and Research (Ph.D.) at UGA is needed to serve the increasing demand for health service researchers in the state and nation.

**24. Based on the program’s study area, what is the employment outlook for occupations related to the program, according to the CIP to SOC crosswalk in the Qlik IPEDS Application<sup>^</sup>. An Excel version of the CIP to SOC crosswalk is also available from [NCES](#). If data for the study area is not available, then use state- or national-level data.**

- a. Click [here](#) for US and Georgia occupation projections
- b. Click [here](#) for 2026 Georgia Department of Labor data projections for the State or Georgia Workforce Board Regions in Qlik (link to GDOL Projections); data is also available through the [GDOL Labor Market Explore Website](#)
- c. For a custom Georgia geography – request a Jobs EQ report from **USG Academic Affairs office**.

| Related Occupation                               | SOC code | Current Employment [2018] | Projected Employment [2028] | # Change | % Change | Average Annual Openings |
|--|----------|---------------------------|-----------------------------|----------|----------|-------------------------|
| <b>UNITED STATES</b>                             |          |                           |                             |          |          |                         |
| Medical and Health Services Managers             | 11-9111  | 406,100                   | 477600                      | 71500    | 17.6%    | 42200                   |
| Education Administrators, Postsecondary          | 11-9033  | 192,600                   | 206100                      | 13500    | 7%       | 16800                   |
| Medical Scientists, Except Epidemiologists       | 19-1042  | 130700                    | 141200                      | 10500    | 8.0      | 13200                   |
| Economists                                       | 19-3011  | 21000                     | 22800                       | 1800     | 8.6      | 1800                    |
| Survey Researchers                               | 19-3022  | 12600                     | 12800                       | 200      | 1.6      | 1500                    |
| Social Scientists and Related Workers, All Other | 19-3099  | 39400                     | 41500                       | 2100     | 5.3      | 4800                    |
| Health Educators                                 | 21-1091  | 62100                     | 68500                       | 6400     | 10.3     | 8000                    |
| Health Specialties Teachers, Postsecondary       | 25-1071  | 254800                    | 313900                      | 59100    | 23.2     | 29400                   |
| <b>GEORGIA</b>                                   |          |                           |                             |          |          |                         |
| Medical and Health Services Managers             | 11-9111  | 9160                      | 11610                       | 2450     | 26.7     | 1070                    |
| Medical Scientists, Except Epidemiologists       | 19-1042  | 1570                      | 1860                        | 290      | 18.5     | 180                     |
| Economists                                       | 19-3011  | 340                       | 360                         | 20       | 5.9      | 30                      |

|  |         |      |      |      |      |     |
|--|---------|------|------|------|------|-----|
| Social Scientists and Related Workers, All Other | 19-3099 | 2040 | 2420 | 380  | 18.6 | 290 |
| Health Educators                                 | 21-1091 | 2710 | 2990 | 280  | 10.3 | 350 |
| Health Specialties Teachers, Postsecondary       | 25-1071 | 4810 | 7000 | 2190 | 45.5 | 710 |

**25. Using IPEDS data, list the supply of graduates in the program and related programs in the service area.<sup>^</sup>**

| Similar or Related Programs | CIP Code | Supply <sup>1</sup> | Competitor Institutions <sup>2</sup> |
|-----------------------------|----------|---------------------|--------------------------------------|
|                             |          |                     |                                      |
|                             |          |                     |                                      |
|                             |          |                     |                                      |
|                             |          |                     |                                      |
|                             |          |                     |                                      |

<sup>1</sup> Supply = Number of program graduates last year within the study area

<sup>2</sup> Competitors = List other institutions that offer this program or a similar program in the area (see **Question 23**)

**26. Based on the data provided in questions 24 and 25, discuss how this program will help address a need or gap in the labor market?<sup>^</sup>**

The need for graduates of this program is growing faster than the current graduation rates.

**27. Using data from *O\*-Net*, identify the average salary for the related occupations identified in question 24. Then list at least three technical skills and three Knowledge, Skills and Abilities (KSAs) associated with the related occupations. This information can be found using at [ononline.org](http://ononline.org). (Standard Occupation Code = SOC)**

| SOC Code (6 digit) | Average Salary (O-Net data)      | Occupation specific technology skills & KSAs   |
|--------------------|----------------------------------|--|
| 11-9111            | \$50.13 hourly, \$104,280 annual | Technology skills: Analytical or scientific software, computer-based training software,<br>Knowledge: English language, administration and management, education and training, customer and personal service, personnel and human resources<br>Skills: Speaking, critical thinking, reading comprehension, active listening, instructing, monitoring |
| 11-9033            | \$46.87 hourly, \$97,500 annual  |  |
| 19-1042            | \$43.99 hourly, \$91,510 annual  |  |
| 19-3011            | \$52.09 hourly, \$108,350 annual |  |
| 19-3099            | \$41.95 hourly, \$87,260 annual  |  |
| 25-1071            | \$99,090 annual                  |  |

|  |  |  |
|--|--|--|
|  |  | Abilities: Oral expression, written comprehension, written expression, inductive reasoning |
|--|--|--|

Notes:

**28. Using GOSA Earning and Learnings data, what is the typical salary range 5 years after graduation from the program?**

| Average Salary           | 75 <sup>th</sup> Percentile | 50 <sup>th</sup> Percentile | 25 <sup>th</sup> Percentile |
|--------------------------|-----------------------------|-----------------------------|-----------------------------|
| 1 year after graduation  | NA                          | NA                          | NA                          |
| 5 years after graduation | \$111,350                   | \$79,001                    | \$57,044                    |

Provide any additional comments, if needed: The GOSA Earning and Learnings data does not list public health programs of study statewide; the numbers reported in the table above are for all programs of study. In comparison, for Professional Degree in Health Professions and related Programs, the statewide summary is as follows:

| Average Salary           | 75 <sup>th</sup> Percentile | 50 <sup>th</sup> Percentile | 25 <sup>th</sup> Percentile |
|--------------------------|-----------------------------|-----------------------------|-----------------------------|
| 1 year after graduation  | \$120,170                   | \$82,595                    | \$64,991                    |
| 5 years after graduation | \$140,818                   | \$109,535                   | \$78,543                    |

**29. Based on the data compiled and analyzed for this section (see Section C: Need), what is the job outlook for occupations filled by students with this degree?^**

The job outlook is robust, as the health industry is growing rapidly.

**D. CURRICULUM**

**30. Enter the number of credit hours required to graduate^**

The minimum credit hours required to graduate is 49 credit hours; this includes 6 hours of doctoral research and 6 hours of doctoral dissertation. However, if a student entering the program has a Master’s in Public Health degree and has taken an introductory course in Health Economics, the HPAM 7600 Health Economics course will be waived and the student will be able to graduate with 46 credit hours. The department also anticipates interest in this program from students with a non-Public Health Master’s degree; in this case, the student will be required to take an additional 3 credit hours of PBHL 7100 and will therefore require a minimum of 52 credit hours to graduate. The requirement explained here is the minimum required; including research hours that the student will take during the later years of the Ph.D. program, the student may have higher number of credit hours than the minimum by the time they graduate.

**31. Are you requesting a credit hour requirement waiver (either below or above traditional credit hour length requirements as prescribed by the University System of Georgia? See section 2.3.5 (Degree Requirements) of the USG Board of Regents Policy Manual here for more information).**

No

Yes (If yes, explain the rationale for the request in the space below)

**32. Related to SACSCOC accreditation, specify if the program format of the proposed program is a^:**

| Format<br>(Check 1)   | 50% or more of the program<br>is delivered online |
|---|---|
| <input type="checkbox"/> Combination of on-campus and online  | <input type="checkbox"/> Yes                      |
| <input type="checkbox"/> Combination of off-campus and online | <input type="checkbox"/> Yes                      |
| <input type="checkbox"/> Hybrid, combination delivery         | <input type="checkbox"/> Yes                      |

**33. Is the program synchronous or asynchronous?<sup>5</sup> Mark one of the options below.**

Synchronous

*The majority of courses are offered at scheduled, pre-determined times with students connecting to a virtual room or location and interacting with faculty and fellow students via web/video conferencing platform.*

Asynchronous

**34. Which High Impact Practices<sup>6</sup> (HIPs) will faculty embed into the program? Mark all that apply.**

First-Year Experiences

Common Intellectual Experiences

Learning Communities

Writing-Intensive Courses

Collaborative Assignments and Projects

Undergraduate Research

Diversity/Global Learning

ePortfolios

Service Learning, Community Based Learning

Internships

Capstone Courses and Projects

<sup>5</sup> See SACSCOC Handbook for Institutions Seeking Initial Accreditation [here](#).

<sup>6</sup> See Kuh (2008). High-Impact Practices: What They Are, Who Has Access to Them, and Why They Matter. *Association of American Colleges and Universities*, 14(3), 28-29).

**35. Discuss how HIPs will be embedded into the program? Your discussion should provide specific examples and include whether the HIP is required or an optional component. It should also indicate at what point the experience is offered or required.**

The GradFIRST seminar, a new requirement by the UGA Graduate School for all graduate students, in addition to the required one credit HPAM Doctoral Seminar series (HPAM 8011, HPAM 8021, HPAM 8031, and HPAM 8041) will provide graduate students foundation training in research and scholarship including grantsmanship. This HPAM Doctoral Seminar series is designed to be writing intensive, culminating in a grant proposal submission that fulfills the writing intensive HIP.

HPAM 7760, Public Health Law and Ethics for Public Health Practitioners, will teach diversity and global learning. In addition to this, all the research courses will ensure research conducted follows discipline specific guidelines. For example: Disparities Research Guidelines from the American Heart Association (<https://www.ahajournals.org/disparities-research-guidelines>) and Disparity Impact Statement guideline for research funded by Department of Health and Human Services Office of Minority Health (<https://www.ahajournals.org/disparities-research-guidelines>).

Internships are not required as part of the program, but most Ph.D. students are expected to do one or more during the course of their study.

There is no separate capstone project; the dissertation may be viewed as serving this purpose. At least two of the required courses include group assignments and/or course projects, thereby providing the Collaborative Assignments and Projects HIP.

**36. Does the program take advantage of any USG initiatives?**

**Mark all that apply, and provide a letter of support from applicable initiatives' leadership.**

eCampus

Georgia Film Academy

FinTECH

Other: Specify Initiative Here

**37. ^For associate's, Nexus, and bachelor's degree proposals, list the specific occupational technical skills, and KSAs identified in question 27 and show how they related to the program learning outcomes. Insert more rows as needed.**

| Occupation specific technology skills and KSAs | Student Learning Outcomes  | Direct Measures                                  |
|--|--|--|
| Medical and Health Service Managers            | Technology skills: Analytical or scientific software, computer-based training software   | All exams in courses and most course assignments |
| Education Administrators, Postsecondary        | Knowledge: English language, administration and management, education and training, customer and personal service, personnel and human resources | Comprehensive exam                               |
| Medical Scientists, Except Epidemiologists     | Skills: Speaking, critical thinking, reading comprehension, active listening, instructing, monitoring  | Oral exams                                       |
| Economists                                     |  | Dissertation Defense                             |
| Social scientists                              |  |  |

|  |  |  |
|--|--|--|
|  | Abilities: Oral expression, written comprehension, written expression, inductive reasoning |  |
|--|--|--|

Data source: <https://www.onetonline.org/link/summary/19-1042.00>

**38. For associate's, Nexus, and bachelor's degree proposals, fill in the table below to demonstrate the link between the learning outcomes and NACE career ready competencies.**

| Career Ready Competencies   | Student Learning Outcomes   | Direct Measures  |
|-----------------------------|---|--|
| Career and Self Development | The graduate must:<br>-show awareness of areas of strengths<br>-develop plans and goals for future career<br>-seek and embrace development opportunities  |  |
| Leadership                  | The graduate must produce and original research in healthy policy/health services research to include:<br>-Effectively planned research design, data, and outcome<br>- Directing the efforts of team members involved                               | Writing assignment in the seminar series (HPAM 8011, HPAM 8021, HPAM 8031, and HPAM 8041) and final dissertation and defense |
| Communication               | The graduate must be an effective communicator and will be:<br>-a fluent communicator and be able to communicate and disseminate research findings to a general audience<br>-an active listener   | Comprehensive exam, course projects and paper presentations; oral and final defense  |
| Professionalism             | The graduate must demonstrate professionalism and respect to the profession of public health and participate in the professional discourse of public health through participation in professional organization (local, national, and international) | All exams and assignments  |
| Critical thinking           | The graduate must be able to think critically and problem solve; this includes:<br>-communicating evidence of thought process and reasoning   | Seminar course credits, exams and assignments, comprehensive exam  |



|                      |  |  |
|----------------------|--|--|
|                      | -identification of key information, issues, and handling them in a timely manner<br>-developing strategy to address the problem  |  |
| Teamwork             | The graduate must be able to work in teams of diverse background and demonstrate timely communication with team members and be able to coordinate with team members and work towards a common goal | Doctoral seminar and grantsmanship and research papers in the final dissertation |
| Equity and Inclusion | The graduate must be able to collaborate and work with individuals from diverse background with respect and common goal.   | Course assignments, participation in seminar                                     |
| Technology           | The graduate must demonstrate fluency in the most recent technology in data science and health service research.   | Dissertation and defense   |

**39. How will learning outcomes for the program be assessed?^ Attach the curriculum map for the upper division or major curriculum.**

Consistent with all graduate programs at the University of Georgia, the program faculty will engage in annual evaluation of students in this doctoral program. This analysis will include assessment of competencies in coursework and adequate yearly progress in degree completion activities including, for example, learning competencies and scholarship. In addition to assessments in the courses, assessments will include a comprehensive examination at the end of the first year, an oral exam at the end of the second year, and a research-based dissertation and associated assessment of the dissertation. The passing of the comprehensive exam at the end of the first year and passing of the oral exam at the end of the second year is required for the students’ advancement to candidacy. The curriculum for this Ph.D. is based on the following five competencies. The competencies and course map are provided below.

| Competency   | Course   |
|--|--|
| Assess and evaluate health care policies and programs, and undertake the following: identify appropriate data, design studies, and execute quantitative and qualitative analytic approaches. | <ol style="list-style-type: none"> <li>1. HPAM 7760, Public Health Law and Ethics for Public Health Practitioners</li> <li>2. HPAM 8340, Social Determinants of Health and Health Disparities</li> </ol> |
| Apply advanced statistical and econometric techniques to health services research data, and disseminate the findings through research papers   | <ol style="list-style-type: none"> <li>1. HPAM 7760, Public Health Law and Ethics for Public Health Practitioners</li> <li>2. HPAM 7600, Health Economics I</li> </ol>                                   |

|   |  |
|---|--|
| and through the doctoral dissertation; demonstrate inter and intra-professional written and oral communication skills.  | <ol style="list-style-type: none"> <li>HPAM 8600, Advanced Health Economics</li> <li>BIOS 8010, Regression and Analysis of Variance</li> </ol>   |
| Develop research questions to answer current public health and healthcare needs. Plan, manage, and analyze data, and interpret research results to answer research questions. Identify knowledge gaps and methodological shortcomings that, if addressed, hold potential for advancing the understanding of public health problems. | <ol style="list-style-type: none"> <li>HPAM 7760, Public Health Law and Ethics for Public Health Practitioners</li> <li>HPAM 8300, Research Methods in Health Policy</li> <li>HPAM 8350, Research Methods II in Health Policy (New)</li> </ol>   |
| Collaborate with other public health researchers and professionals through team-based project work, or through the process of peer review and feedback.   | <ol style="list-style-type: none"> <li>HPAM 7760, Public Health Law and Ethics for Public Health Practitioners</li> <li>HPAM 8011, HPAM 8021, HPAM 8031, HPAM 8041, Doctoral Seminar Series</li> <li>HPAM 9000, Doctoral Research</li> <li>HPAM 9300, Doctoral Dissertation</li> </ol> |

**40. How will outcomes for graduates of the program be assessed?**

*(Outcomes may include employment and placement rates, student or employer surveys, or other assessments of graduate outcomes)*

The department will gather data on job placement sites of graduates and their accomplishments, such as research productivity with publications and grants, participation in professional associations, leadership roles, and service to the public health profession.

**41. List the entire course of study required to complete the academic program.**

Include course prefixes, numbers, titles, and credit hour requirements

Indicate the word “new” beside new courses

Include a program of study

**Ph.D. in Health Services Research and Policy Course of Study**

|   |                   |
|---|-------------------|
| <b>HPAM Core Requirements</b>   | <b>15 hours</b>   |
| HPAM 7600, Health Economics I*  | 3 credit hours    |
| HPAM 7760, Public Health Law and Ethics for Public Health Practitioners | 3 credit hours    |
| HPAM 8340, Social Determinants of Health and Health Disparities         | 3 credit hours    |
| <i>HPAM 8400, Advanced Policy Analysis in Public Health</i>             | 3 credit hours    |
| <i>HPAM 8600, Advanced Health Economics</i>                             | 3 credit hours    |
| <b>Methods Core</b>   | <b>9 hours</b>    |
| <i>BIOS 8010, Regression and Analysis of Variance</i>                   | 3 credit hours    |
| <i>HPAM 8300, Research Methods in Health Policy</i>                     | 3 credit hours    |
| HPAM 8350, Research Methods II in Health Policy (new)                   | 3 credit hours    |
| <b>Seminars</b>   | <b>16 hours**</b> |

|   |  |
|---|--|
| HPAM 8011, HPAM 8021, HPAM 8031 and HPAM 8041:<br>Sequence of Doctoral Seminar courses for preparing students in writing research proposals and articles for publication  | 1 credit hour/semester for the first 4 semesters |
| HPAM 9000, Doctoral Research  | 6 or more hours                                  |
| HPAM 9300, Doctoral Dissertation  | 6 or more hours                                  |
| <b>Electives<sup>++</sup></b>   | <b>9 hours</b>                                   |
| <b>Total</b>  | <b>49 hours</b>                                  |
| <p>*For students who have completed a master's program in health policy or health services research, HPAM 7600 may be waived.</p> <p><sup>++</sup> Electives will be selected by the student in consultation with the major professor and dissertation committee members if applicable.</p> <p>**Student can take GRSC 7770 Graduate Teaching Assistant Seminar; this is optional - students are not required to take this course.</p> <p>Students who have a non-public health related master's degree will be required to take PBHL 7100, Fundamentals of Public Health (3 hours).</p> <p><u>EXAMS:</u><br/> <u>Comprehensive exam:</u> <i>Italicized courses must be completed for a written comprehensive exam to be taken at the end of the first year.</i><br/> <u>Oral exam:</u> There will be an oral exam at the end of the first year based on a research proposal prepared in the two doctoral seminars completed; to be evaluated by the Ph.D. program committee.<br/> <u>Proposal and oral defense:</u> The student will undergo proposal and oral defense with the thesis advisory committee.</p> |  |

| Sample: Program of study |           |                                 |  | Year 1 |      | Year 2 |      | Year 3 |      | Year 4 |      |
|--------------------------|-----------|---------------------------------|--|--------|------|--------|------|--------|------|--------|------|
| Course                   | Course #  |                                 | Hours  | F      | S    | F      | S    | F      | S    | F      | S    |
|                          |           |                                 |  | 2023   | 2024 | 2024   | 2025 | 2025   | 2026 | 2026   | 2027 |
| TA training              | GRSC 7770 | TA training* (1 credit)         | optional   | X      |      |        |      |        |      |        |      |
| PH Core                  | PBHL 7100 | Fundamentals of Public Health** | required only for students entering the Ph.D. with a | X      |      |        |      |        |      |        |      |

|                   |                             |  | non-public health degree. |   |   |   |   |   |   |   |   |
|-------------------|-----------------------------|--|---------------------------|---|---|---|---|---|---|---|---|
| HPAM Core         | HPAM 7600                   | Health Economics I***  | 3***                      | X |   |   |   |   |   |   |   |
| HPAM Core         | HPAM 8400                   | Advanced Policy Analysis in Public Health  | 3                         |   | X |   |   |   |   |   |   |
| HPAM Core         | HPAM 8600                   | Advanced Health Economics  | 3                         |   | X |   |   |   |   |   |   |
| HPAM Core         | HPAM 8340                   | Social Determinants of Health and Health Disparities   | 3                         |   |   | X |   |   |   |   |   |
| HPAM Core         | HPAM 7760                   | Public Health Law and Ethics for Public Health Practitioners   | 3                         |   |   | X |   |   |   |   |   |
| Methods Core      | HPAM 8300                   | Research Methods in Health Policy  | 3                         | X |   |   |   |   |   |   |   |
| Methods Core      | HPAM 8350                   | Research Methods II in Health Policy   | 3                         |   |   | X |   |   |   |   |   |
| Methods Core      | BIOS 8010                   | Regression and Analysis of Variance  | 3                         |   | X |   |   |   |   |   |   |
| Elective          |                             |  | 3                         |   |   |   | X |   |   |   |   |
| Elective          |                             |  | 3                         |   |   |   | X |   |   |   |   |
| Elective          |                             |  | 3                         |   |   |   |   | X |   |   |   |
| Seminar/ Research | HPAM 8011, 8021, 8031, 8041 | Directed Research in HPAM (1 credit/semester)  | 4                         | X | X | X | X |   |   |   |   |
| Seminar/ Research | HPAM 9000                   | Doctoral Research (3 to 6 credits/semester)  | 6                         |   |   |   | X | X |   |   |   |
| Seminar/ Research | HPAM 9300                   | Doctoral Dissertation (3 to 6 credits/semester)  | 6                         |   |   |   |   | X | X | X | X |
|                   |                             | <b>Total</b>   | <b>49</b>                 |   |   |   |   |   |   |   |   |
|                   |                             | <p>*Students can take GRSC 7770 but it is not required.<br/> **This course is required only for students entering the Ph.D. with a non-public health degree.<br/> ***HPAM may waive HPAM7600 requirement on a case-by-case basis.</p> <p>Written comprehensive<br/> Oral exam<br/> Form dissertation committee</p> |                           |   |   |   |   |   |   |   |   |

**E. IMPLEMENTATION**

**42. Provide an enrollment projection for the next four academic years<sup>^</sup>**

|   | Year 1  | Year 2  | Year 3  | Year 4  |
|---|---------|---------|---------|---------|
| Fiscal Year (Fall to Summer)                        | 2023-24 | 2024-25 | 2025-26 | 2026-27 |
| Base enrollment <sup>1</sup>                        |         | 6       | 12      | 16      |
| Lost to Attrition (should be negative)              |         | 0       | -1      | -1      |
| New to the institution                              | 6       | 6       | 5       | 5       |
| Shifted from Other programs within your institution | 0       | 0       | 0       | 0       |
| <b>Total Enrollment</b>                             | 6       | 12      | 16      | 20      |
| Graduates   | 0       | 0       | 0       | 3       |
| Carry forward base enrollment for next year         | 6       | 12      | 16      | 17      |

<sup>1</sup>Total enrollment for year 1 becomes the base enrollment for year 2

- a. Discuss the assumptions informing your enrollment estimates (i.e. for example, you may highlight anticipated recruiting targets and markets, if and how program implementation will shift enrollment from other programs at the institution, etc.)**

New students will apply to the program in response to marketing strategies. There are also applicants to the Dr.P.H. who are interested in a full-time program such as this Ph.D. Anticipated expansion of faculty research will also attract attention to the program.

- b. If projections are significantly different than enrollment growth for the institution overall, please explain.**

N/A

**43. If projected program enrollment is not realized in year two, what actions are you prepared to take?**

The department does not anticipate not realizing the target enrollment, as the enrollment forecast is based on current demand and applications received for the Dr.P.H. program. If the numbers are not met, more intensive marketing will be done in year 2, including research expansion to provide assistantships and catering to national and international fellowships and scholarships. Furthermore, the college’s Office of Academic Affairs will market and organize recruitment events at professional conferences such as the American Public Health Association conferences and American Society for Health Economics conference, and the department will market the program through the Association of Schools and Programs of Public Health.

**44. Discuss the marketing and recruitment plan for the program. Include how the program will be marketed to adult learners and underrepresented and special populations of students. What resources have been budgeted for marketing the new program?**

The department will use SOPHAS, a centralized public health application system, which will allow applicants to see all available program options. The program will be included in the College of Public Health list of offerings. Further, the department will outreach to Historically Black Colleges and Universities (HBCUs) and universities serving historically underrepresented students. The college also has a marketing and communications team for strategic communications regarding the program. The faculty are a means of recruitment through opportunities to engage in their ongoing research. The college participates annually in professional conferences like the American Public Health Association, etc. The department will also reach out to associations catered to underrepresented students.

**45. Provide a brief marketing description for the program that can be used on the Georgia OnMyLine website.**

*Program description*

Offered through the Department of Health Policy and Management in the College of Public Health, the University of Georgia's Ph.D. in Health Services Research and Policy is a full-time doctoral program designed to train rising health services and policy researchers to pursue original research of all kinds that can be translated into policy, programs, and/or practice. This 49-credit hour program prepares students for careers in academia, government agencies, research institutes, nonprofits, foundations, and corporations that are on a mission to tackle the health policy challenges of the 21<sup>st</sup> century. For students who already hold a Master's degree in Public Health and have completed an introductory Health Economics course, this Ph.D. requires a minimum of 46 credit hours in areas related to research methods, ethics, and economics, and includes flexible elective courses to adapt the program to fit a variety of interests and research. The program of study includes a minimum of 12 credit hours of doctoral research and/or doctoral dissertation.

*Admission Information*

Students applying to The University of Georgia must be accepted by the Graduate School. All persons holding a Master's degree in areas related to public health (i.e., social/behavioral sciences, psychology, economics, epidemiology, management, biological sciences, and health professions, etc.) from an accredited institution are eligible to apply for admission. We also encourage students from a diverse field of training who are looking to advance their career in public health to apply to this interdisciplinary program.

*Other requirements include:*

Statement of Purpose  
Three (3) Letters of Recommendation  
Resume or Curriculum Vitae  
Scholarly Writing Sample

**46. If this proposal is for a Doctorate program, provide information below for at least three external and one USG reviewer of aspirational or comparative peer programs**

*External reviewers must hold the rank of associate professor or higher, in addition to other administrative titles.*

*Please find support letter in the Appendix. Within UGA support emails are also included in the Appendix.*

**Dr. Phaedra Corso**

Vice President for  
Research  
Kennesaw State  
University  
pcorso@kennesaw.edu  
470-578-6046

**Donglan Zhang**

Associate Professor  
NYU Langone  
Donglan.zhang@nyulangone  
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310-873-8347

**Lizheng Shi**

Endowed Regents Professor  
Tulane University  
Lchi1@tulane.edu  
504-988-6548

**Dr. Eric W Ford, Ph.D.**

Professor, School of Public Health,  
University of Alabama Birmingham,  
Health Care Organization & Policy,  
310E Ryals Public Health Building,  
1665 University Boulevard  
Birmingham. AL 35233

**F. RESOURCES**

**F1. Finance^: Complete and submit the Excel budget forms and the questions below** (Do not cut and paste in the excel budget template into this document, submit the Excel budget templates separately.)

**47. Are you requesting a differential tuition rate for this program? (masters, doctoral, and professional programs only)**

- No (Move to answer question 48)
- Yes (If yes, answer questions 47a & 47b)

**a. What is the differential rate being requested? The rate below should reflect the core tuition plus the differential, i.e. the tuition rate being advertised to the student.**

In-State per Semester: \$ 455.00/hr for 1-11 credit hours  
 Out-of-State per Semester: \$1141.00/hr for 1-11 credit hours

**Justification:** The tuition differential will be used to support students to enhance their educational experience at UGA, such as to arrange monthly seminars/lectures and student travel for presentations in national and international conferences. The revenue from the tuition differential will also be used to purchase specialized software and secondary data for use by doctoral students in the program; this is vital for a Ph.D. program in Health Services Research. As an example, the purchase of a national claims data alone costs thousands of dollars per year. This differential will allow the department to maintain access to such datasets to maximize research productivity. It will also be used to support publication efforts of the doctoral students. Top journals in public health with high impact factor require publication fees to publish as open access, which increases research impact and reach.

**b. Provide tuition and mandatory fee rates assessed by competitive/peer programs per full-time student per semester. Please complete the table below:**

| Institution name    | Link to institution’s tuition & fee website   | In-state tuition | Out-of-state tuition | In-state fees | Out-of-state fees |
|---------------------|---|------------------|----------------------|---------------|-------------------|
| UGA, DrPH           | <a href="https://busfin.uga.edu/bursar/bursar_tuition_2022/">https://busfin.uga.edu/bursar/bursar_tuition_2022/</a>   | \$428            | \$1095               |               |                   |
| Johns Hopkins, DrPH | <a href="https://publichealth.jhu.edu/offices-and-services/office-of-admissions-services/tuition-and-fees">https://publichealth.jhu.edu/offices-and-services/office-of-admissions-services/tuition-and-fees</a> | \$1270           | \$1270               | \$1270        |                   |

|            |   |       |        |   |           |
|------------|---|-------|--------|---|-----------|
| Univ of SC | <a href="https://sc.edu/about/offices_and_divisions/bursar/tuition_and_required_fees/index.php">https://sc.edu/about/offices_and_divisions/bursar/tuition_and_required_fees/index.php</a><br>Also see department level additional fees listed under School of Public Health | \$572 | \$1240 | Additional enrichment fee of \$1,000/yr | \$1000/yr |
|------------|---|-------|--------|---|-----------|



**48. If existing funds are being reallocated, describe the impact on existing programs and the plan to mitigate these impacts.**

Existing funds are not being reallocated; as such, there is no impact on existing programs. The department currently also offers the Dr.P.H. program; however, the Ph.D. program will not affect the departmental Dr.P.H. program for a number of reasons: (1) The Dr.P.H. program is an executive format program for those who are working full-time offered at the Gwinnett campus. The Ph.D. is an academic degree based in the Athens campus; (2) The number of applicants in the Dr.P.H. program is usually close to 100 applicants and the program admits about 15 to 17 students in a year. If a proportion of Dr.P.H. applicants are interested in the Ph.D. program, there are enough applicants in the program. Therefore, there are no anticipated impacts on existing programs. In fact, the M.P.H. program will benefit from receiving mentoring from the Ph.D. students and increasing opportunities to engage in research.

**49. If student fees are being charged (excluding mandatory fees), explain the cost and benefit to students, per fee.**

N/A

**50. Are there any additional financial costs that students will have to take on as part of this program, but not assessed directly by the institution? (e.g. software licenses, equipment, travel, etc.) If so, please describe these costs and what strategies you have considered to decrease the student's financial burden?**

There are no additional costs other than the tuition and fees.

**51. How does the institution plan for and fund increased indirect costs associated with the growth in students anticipated in the proposed program? Consider costs such as student advisement, student support services, tutoring, career services, additional library materials, technology, or other infrastructure.**

Faculty anticipate that the addition of Ph.D.-level students will increase the research productivity of the University, leading to an increase in research grants.

**F2. Faculty^ – Explain your faculty and staff plan for the program**

**52. Discuss how existing courses may be incorporated into this new program:**

**a. Course Development**

|   |   |
|---|---|
| # of total courses in the curriculum:               | <b>17 (including four 1-credit doctoral seminars)</b> |
| # of existing courses to be part of the new program | <b>12</b>   |
| Net number of new courses to be developed           | <b>1 three-credit course + 4 one-credit seminars</b>  |

The curriculum also include GRSC 7770, but this is optional and is an existing course.

**b. Comment on the costs and workload related to the new course development.**

The resources needed to begin this program are existing except the following: 1) one new 3-credit hour course (HPAM 8350, Research Methods II in Health Policy); 2) four 1-credit hour seminar series courses; and 3) one course buyout to the Ph.D. program coordinator. One full-time faculty with an at least 40% teaching appointment will be needed.

**53. Explain how current faculty and staff will contribute to the program.<sup>^</sup>**

**a. How many faculty will be re-directed to this program from existing programs?**

No faculty will be re-directed to this program.

**b. If this program is approved, what will be the new teaching load and distribution of time for the current faculty members? How will existing staff be impacted?**

The courses included in this program are already developed and are currently being taught by faculty members. Therefore, faculty resources needed for the program are pre-existing except for the 3-credit hour new course and the four 1-credit hour seminar sequence for which a new faculty line is requested.

**c. List the faculty that will be redirected from their current teaching load assignments to support this new program**

A redirection is not needed from the current faculty members.

**d. Explain who will be teaching the existing courses that are being released so faculty can teach a new program course. Additionally, please discuss the fiscal implications associated with course releases and redirections of faculty.**

There is no course release and redirections of existing faculty.

**e. What costs are included in your budget for course development? (Consider professional development, course development time buy out, overload pay, and re-training)**

No budget cost for course development is anticipated.

**f. Attach your SACSCOC roster for the proposed program. Include in parentheses the individual with administrative responsibility for the program and whether listed positions are projected new hires and/or currently vacant.**

Please see the appendix.

**54. Explain your plan for new faculty and staff for the program:**

**a. How many new faculty will be needed for this program over the next four years?**

One new faculty with at least 40% teaching responsibilities will be required for this program.

**55. How many new staff will be needed for this program over the next four years? 0**

Click or tap here to enter text.

- a. **Discuss why new or additional staff resources are needed. Consider staff needs, support services (i.e. advisement, faculty support, etc.)**

Not needed

**F3. Facilities – complete the questions below:**

**56. Where will the program be offered?^ Mark all that apply**

- Main campus
- Satellite campus: Specify Here
- Other: Wright Hall, Health Sciences Campus
- 100% Online

**57. Will new or renovated facilities or space be needed for this program over the next four years?**

- No
- Yes (If yes, complete the table below, inserting additional rows as needed).

**Capital Costs for Needed Facilities and Space**

| Facility/Space Name                    | Gross Square Footage | Start Up Costs | Ongoing Costs | Est. Occupancy Date | Funding Source |
|--|----------------------|----------------|---------------|---------------------|----------------|
| <b>New Construction</b>                |                      |                |               |                     |                |
|  |                      |                |               |                     |                |
|  |                      |                |               |                     |                |
| <b>Renovations and Infrastructure*</b> |                      |                |               |                     |                |
|  |                      |                |               |                     |                |
|  |                      |                |               |                     |                |
| <b>Purchases: Land, Buildings etc.</b> |                      |                |               |                     |                |
|  |                      |                |               |                     |                |
|  |                      |                |               |                     |                |
| <b>Lease space</b>                     |                      |                |               |                     |                |
|  |                      |                |               |                     |                |
|  |                      |                |               |                     |                |
| <b>TOTAL Cost</b>                      |                      | <b>\$0</b>     | <b>\$0</b>    |                     |                |

\*Include the name of the building or location being impacted and what will need to be done. Infrastructure includes new systems such as: water, electrical, IT networks, HVAC etc.

**58. Discuss the impact of construction or renovation on existing campus activities and how disruptions will be mitigated. Explain how existing programs benefit from new facilities and/or space(s) and changes to existing space.**

N/A

**59. Will any existing programs be negatively impacted (e.g. lose classroom or office space) by proposed facility changes? If so, discuss how the impacts of these changes will be mitigated.^**

No

**60. Are any of these new facilities or major renovations listed in the table above (Question 57) NOT included in the institution-level facilities master plan?**

No

**61. Will any of the following types of space be required: instructional, fine arts, meeting, study, or dedicated office?**

No (Move to Question 63).

Yes (If yes, complete question 62. Insert additional rows as needed).

**62. Complete the table below. Specify if these spaces are existing or new in the table below.^ If new, provide the semester and year of completion.**

| Space                         | New Space (ASF) | Use Existing Space (as is) (ASF) | Use Existing Space (Renovated) (ASF) | Semester/ Year of Occupancy |
|-------------------------------|-----------------|----------------------------------|--------------------------------------|-----------------------------|
| Dry Labs (STEM related)       |                 |                                  |                                      |                             |
| Wet Labs (STEM related)       |                 |                                  |                                      |                             |
| Dedicated Offices             |                 | X                                |                                      | Fall, 2023 onwards          |
| Fine Arts Spaces <sup>1</sup> |                 |                                  |                                      |                             |
| Classrooms                    |                 | X                                |                                      | Fall, 2023 onwards          |
| Meeting Rooms                 |                 | X                                |                                      | Fall, 2023 onwards          |
| Student Study Space           |                 | X                                |                                      | Fall, 2023 onwards          |
| Other (Specify)               |                 |                                  |                                      |                             |

<sup>1</sup>Fine arts spaces can include theatres, recital halls, visual arts studios, performing arts centers, recording studios, design labs, and other performance venues.

**63. Are there facility needs related to accreditation?^ Are there any accreditation standards or guidelines that will impact facilities/space needs now or in the future? If so, please describe the projected impact.**

N/A

#### F4. Technology

64. Identify any major equipment or technology integral to program start-up and operations. List any equipment or assets over \$5,000 (cumulative per asset) needed to start-up and run the program (insert rows as needed)

|                               | Technology and Equipment | Start-up Costs | On-going Costs | Est. Start Date of Operations/Use |
|-------------------------------|--------------------------|----------------|----------------|-----------------------------------|
| 1                             |                          |                |                |                                   |
| 2                             |                          |                |                |                                   |
| 3                             |                          |                |                |                                   |
| 4                             |                          |                |                |                                   |
| 5                             |                          |                |                |                                   |
| 6                             |                          |                |                |                                   |
| <b>Total Technology Costs</b> |                          | <b>0</b>       | <b>0</b>       |                                   |

#### G. RISKS AND ASSUMPTIONS

65. In the table below, list any risks to the program's implementation over the next four years. For each risk, identify the severity (low, medium, high), probability of occurrence (low, medium, high), and the institution's mitigation strategy for each risk. Insert additional rows as needed. (e.g. Are faculty available for the cost and time frame).

| Risk   | Severity | Probability | Risk Mitigation Strategy   |
|--|----------|-------------|--|
| Lack of faculty due to turnover                  | high     | low         | Communication with faculty and identification of adjunct faculty   |
| Actual enrollment exceeds anticipated enrollment | low      | medium      | Only one new 3-credit course and four 1-credit hour seminar courses are required to launch this program; other courses are being taught at present and can manage high enrollment. |
| Actual enrollment lower than expected            | high     | low         | Department will market the program through various outlets including participation in professional meetings.   |

66. List any assumptions being made for this program to launch and be successful (e.g. SACSCOC accreditation request is approved, etc.).

None

#### H. INSTITUTION APPROVAL

Have you completed and submitted the signature page?

## Appendix 1: Letters of Support

### FROM: Terry College of Business with PhD program in Economics

**From:** [Christopher Cornwell](#)  
**To:** [M.Mahmud.Khan](#)  
**Cc:** [Christopher Cornwell](#)  
**Subject:** RE: New PhD proposal  
**Date:** Sunday, January 30, 2022 2:46:53 PM

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Mahmud,

Thanks for contacting me about the proposal. I have no objections to HPAM starting a PhD program, but I would be interested to know more details about the new degree program.

Best,  
Chris

---

Christopher M Cornwell  
Professor and Head  
Department of Economics  
Terry College of Business  
University of Georgia  
Athens GA 30602  
+1 706.542.3670  
[econdh@uga.edu](mailto:econdh@uga.edu)  
[cornwl.github.io](http://cornwl.github.io)

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**From:** M Mahmud Khan <Mahmud.Khan@uga.edu>  
**Sent:** Friday, January 28, 2022 10:30 AM  
**To:** Christopher Cornwell <cornwl@uga.edu>; Katherine Willoughby <kwilloughby@uga.edu>  
**Subject:** New PhD proposal

Dear Professors Cornwell and Willoughby:

We, in the Department of Health Policy and Management, College of Public Health, are proposing to start a PhD program in Health Policy and Management. Currently, we do not have any PhD from in the Department. I am requesting your support for this program being proposed. Below, I am copying the description of the program for your information. If you are supportive of this new initiative, a simple email will suffice. Please feel free to contact me if you need additional information on the proposed program.

Thank you very much for your assistance.

M. Mahmud Khan, PhD  
Professor and Department Head,  
*John A. Drew Professor in Healthcare Administration*  
Department of Health Policy and Management,  
University of Georgia, Athens  
Tel: 706-542-6083  
Fax: 706-542-6730

### FROM: College of Pharmacy with PhD in Pharmaceutical Health Services, Outcomes and Policy

**From:** [Henry N Young](#)  
**To:** [M Mahmud Khan](#)  
**Subject:** RE: New PhD proposal  
**Date:** Sunday, January 30, 2022 5:37:55 PM

---

Hello,

I am supportive of this new program.

Sincerely,  
Henry

**Henry N. Young, Ph.D.**  
Email: [hnyoung@uga.edu](mailto:hnyoung@uga.edu)  
Office Phone: (706) 542-0720

---

**From:** M Mahmud Khan  
**Sent:** Friday, January 28, 2022 10:33 AM  
**To:** Henry N Young <[hnyoung@uga.edu](mailto:hnyoung@uga.edu)>  
**Subject:** New PhD proposal




Dear Professor Young,  
College of Pharmacy.

We, in the Department of Health Policy and Management, College of Public Health, are proposing to start a PhD program in Health Policy and Management. Currently, we do not have any PhD from in the Department. I am requesting your support for this program being proposed. Below, I am copying the description of the program for your information. If you are supportive of this new initiative, a simple email will suffice. Please feel free to contact me if you need additional information on the proposed program.

Thank you very much for your assistance.

M. Mahmud Khan, PhD  
Professor and Department Head,  
*John A. Drew Professor in Healthcare Administration*  
Department of Health Policy and Management,  
University of Georgia, Athens  
Tel: 706-542-6083  
Fax: 706-542-6730

**FROM: College of Public Health with Doctor of Public Health (DrPH) degree**

 Reply  Reply All  Forward  IM




Mon 1/31/2022 10:27 AM

Zhuo Chen

RE: **New PhD proposal**

To  M Mahmud Khan

Cc  Janani R Thapa

Dear Dr. Khan and Dr. Thapa:

I am enthusiastically supporting the **new** initiative. A **new PhD** Program within the Department of Health Policy and Management will fill a critical gap and provide opportunities for students in Georgia to further develop their expertise in health policy and services research. Thanks,

Best,  
Adam

---

**From:** M Mahmud Khan <[Mahmud.Khan@uga.edu](mailto:Mahmud.Khan@uga.edu)>

**Sent:** Monday, January 31, 2022 10:16 AM

**To:** Zhuo **Chen** <[zchen1@uga.edu](mailto:zchen1@uga.edu)>

**Cc:** Janani R Thapa <[jrthapa@uga.edu](mailto:jrthapa@uga.edu)>

**Subject:** **New PhD proposal**

Dear Adam:

We, in the Department of Health Policy and Management, College of Public Health, are proposing to start a **PhD** program in Health Policy and Management. Currently, we do not have any **PhD program** in the Department. I am requesting your support for this program being proposed. Below, I am copying the description of the program for your information. If you are supportive of this **new** initiative, a simple email will suffice. Please feel free to contact me or Dr. Thapa if you need additional information on the proposed program. Thank you very much for your assistance.

M. Mahmud Khan, **PhD**  
Professor and Department Head,  
*John A. Drew Professor in Healthcare Administration*  
Department of Health Policy and Management,  
University of Georgia, Athens  
Tel: 706-542-6083  
Fax: 706-542-6730



**FROM College of Family and Consumer Sciences with PhD program in Nutritional Sciences**

---

**From:** Alex Kojo Anderson  
**Sent:** Sunday, February 6, 2022 11:40 AM  
**To:** M Mahmud Khan <[Mahmud.Khan@uga.edu](mailto:Mahmud.Khan@uga.edu)>  
**Cc:** Janani R Thapa <[jrthapa@uga.edu](mailto:jrthapa@uga.edu)>  
**Subject:** RE: New PhD proposal

Hi Dr. Khan,

Thank you for your email and sorry for my delayed response. I have been overwhelmed.

I support this new PhD proposal.

Let me know if I can be of further assistance.

Regards,

Alex

---

**From:** M Mahmud Khan  
**Sent:** Monday, January 31, 2022 10:22 AM  
**To:** Alex Kojo Anderson <[fianko@uga.edu](mailto:fianko@uga.edu)>  
**Cc:** Janani R Thapa <[jrthapa@uga.edu](mailto:jrthapa@uga.edu)>  
**Subject:** New PhD proposal

Dear Professor Anderson,  
PhD Program, Nutritional Sciences, UGA.

We, in the Department of Health Policy and Management, College of Public Health, are proposing to start a PhD program in Health Policy and Management. Currently, we do not have any PhD program in the Department. I am requesting your support for this program being proposed. Below, I am copying the description of the program for your information. If you are supportive of this new initiative, a simple email will suffice. Please feel free to contact me or Dr. Thapa if you need additional information on the proposed program.  
Thank you very much for your assistance.

M. Mahmud Khan, PhD  
Professor and Department Head,  
*John A. Drew Professor in Healthcare Administration*  
Department of Health Policy and Management,  
University of Georgia, Athens

**FROM School of Social Work with PhD in Social Work**

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**From:** Tiffany Washington <[twashing@uga.edu](mailto:twashing@uga.edu)>  
**Sent:** Tuesday, March 1, 2022 2:39 PM  
**To:** Janani R Thapa <[jrthapa@uga.edu](mailto:jrthapa@uga.edu)>; M Mahmud Khan <[Mahmud.Khan@uga.edu](mailto:Mahmud.Khan@uga.edu)>  
**Subject:** RE: New PhD proposal

Hello,

Yes, I am in full support of this new initiative. A PhD program in Health Policy and Management Program would be an asset for the University and Georgia. Thank you for seeking my support.

Regards,  
TRW|

---

**From:** M Mahmud Khan <[Mahmud.Khan@uga.edu](mailto:Mahmud.Khan@uga.edu)>  
**Sent:** Monday, January 31, 2022 10:19 AM  
**To:** Tiffany Washington <[twashing@uga.edu](mailto:twashing@uga.edu)>  
**Cc:** Janani R Thapa <[jrthapa@uga.edu](mailto:jrthapa@uga.edu)>  
**Subject:** New PhD proposal

Dear Professor Washington,  
PhD Program, School of Social Work, UGA.

We, in the Department of Health Policy and Management, College of Public Health, are proposing to start a PhD program in Health Policy and Management. Currently, we do not have any PhD program in the Department. I am requesting your support for this program being proposed. Below, I am copying the description of the program for your information. If you are supportive of this new initiative, a simple email will suffice. Please feel free to contact me or Dr. Thapa if you need additional information on the proposed program.

Thank you very much for your assistance.

M. Mahmud Khan, PhD  
Professor and Department Head,  
*John A. Drew Professor in Healthcare Administration*  
Department of Health Policy and Management,  
University of Georgia, Athens  
Tel: 706-542-6083  
Fax: 706-542-6730

# FROM School of Public and International Administration and with PhD in Public Administration and Policy

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**From:** Bradley Wright <bew@uga.edu>  
**Sent:** Tuesday, March 1, 2022 3:12 PM  
**To:** M Mahmud Khan <Mahmud.Khan@uga.edu>; Janani R Thapa <jrthapa@uga.edu>  
**Cc:** Katherine Willoughby <kwilloughby@uga.edu>  
**Subject:** Re: New PhD proposal

I apologize. I wanted to run this by the Dean but then forgot to send the note afterwards.

The department of public administration and policy support your proposal to establish a PhD program in Health Policy and Management.

Good luck and lets stay in touch to find ways for our programs to collaborate

brad

Bradley E Wright  
Professor and Department Head  
Department of Public Administration and Policy  
School of Public and International Affairs  
University of Georgia  
[www.padp.uga.edu](http://www.padp.uga.edu)

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**From:** Janani R Thapa  
**Sent:** Tuesday, March 1, 2022 2:24 PM  
**To:** M Mahmud Khan <Mahmud.Khan@uga.edu>; Bradley Wright <bew@uga.edu>  
**Cc:** Katherine Willoughby <kwilloughby@uga.edu>  
**Subject:** RE: New PhD proposal

Hello Brad and Katherine,

I hope this email finds you in the best. We are putting the last pieces together on the PhD proposal and could not find a support letter from SPIA? Please suggest if you have already sent it.

An email with your statement of support should be sufficient, correct Dr. Khan?

Regards,  
Janani

---

**From:** M Mahmud Khan <Mahmud.Khan@uga.edu>  
**Sent:** Tuesday, February 8, 2022 9:59 AM  
**To:** Bradley Wright <bew@uga.edu>  
**Cc:** Katherine Willoughby <kwilloughby@uga.edu>; Janani R Thapa <jrthapa@uga.edu>  
**Subject:** RE: New PhD proposal

Thanks Dr. Wright for your email.

I am copying Dr. Thapa on this email – she is leading the effort to start the PhD program in the department. We will be happy to meet. Please suggest few days/times convenient for you in the next few days for us to meet

Thanks  
Mahmud

## FROM College of Ag. and Environmental Sciences with PhD in Applied Economics

From: Jeff Mullen

Sent: Tuesday, March 1, 2022 3:21 PM

To: M Mahmud Khan <[Mahmud.Khan@uga.edu](mailto:Mahmud.Khan@uga.edu)>; Octavio A Ramirez <[oramirez@uga.edu](mailto:oramirez@uga.edu)>

Subject: Re: New PhD proposal

Mahmud,

I have discussed this with the Graduate Committee and we feel the proposed PhD program would not impact our graduate programs so:

Yes, I am in full support of this new initiative. A PhD program in Health Policy and Management would be an asset for the University of Georgia.

Jeff

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From: M Mahmud Khan <[Mahmud.Khan@uga.edu](mailto:Mahmud.Khan@uga.edu)>

Sent: Tuesday, March 1, 2022 3:10 PM

To: Jeff Mullen <[jmullen@uga.edu](mailto:jmullen@uga.edu)>; Octavio A Ramirez <[oramirez@uga.edu](mailto:oramirez@uga.edu)>

Subject: RE: New PhD proposal

Dear Jeff Mullen:

I wanted to reach out to you again to see if you will be able to provide a support email for our PhD proposal. I am copying a support email example below for your information. You may use this email as a template if you are willing to support our proposal. If you are not supportive of the proposal, let us know as well.

Thanks

M. Mahmud Khan, PhD

Professor and Department Head,

*John A. Drew Professor in Healthcare Administration*

Department of Health Policy and Management,

University of Georgia, Athens

Tel: 706-542-6083

Fax: 706-542-6730

## Appendix 2: Letter of support from reviewers



SCHOOL OF PUBLIC HEALTH AND TROPICAL MEDICINE  
*Department of Health Policy and Management*

March 1, 2022

To: M Mahmud Khan, PhD  
Professor and Chair  
Department of Health Policy and Management  
School of Public Health  
The University of Georgia

Re: Doctor of Philosophy Program

Dear Dr. Khan,

I am writing to enthusiastically support the Doctor of Philosophy (Ph.D.) program in the department of health policy and management in the University of Georgia. I read the program description with great interest to know its training objectives, curriculum, recruitment, and graduation outcome assessment. There is an urgent need to train the Ph.D. scholar to conduct health policy and health services research in the state of Georgia, in light of the overall growing job market in health sector. I can clearly see the rationale for the Ph.D. in Health Services Research and Policy, which addresses the unmet needs for training a group of highly skillful scholars for academic, governmental, and non-profit research organizations.

Please do not hesitate to reach out should you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lizheng Shi'.

Lizheng Shi, PhD  
Endowed Regents Professor, Interim Department Chair  
Department of Health Policy and Management

March 3, 2022

To: M Mahmud Khan, PhD  
Professor and Chair  
Department of Health Policy and  
Management  
School of Public Health  
The University of Georgia

Re: Doctor of Philosophy Program

Dear Dr. Khan,

I am writing in support of the proposed PhD program in Health Services Research and Policy in the Department of Health Policy and Management at the University of Georgia (UGA) College of Public Health. I've reviewed the proposal and am strongly in favor of this proposal to establish a PhD program.

Health Services Research and Policy is a rapidly growing field and there is a clear demand for well-trained researchers in the area. Studying and working in this area for more than 10 years, I can see there is a growing job market for health services and policy researchers who can analyze big data related to public health. Public health decision makers need evidence to translate clinical and population health research into practice, and to prepare for the next pandemic or disasters. Healthcare delivery systems have been evolving rapidly to meet the demand of the aging population, as well as to solve the issues of health disparities with better policy design, optimal resource allocation, and affordable technology development. The development of this PhD program with a strong emphasis on data science, health economics and health services research methods will put UGA in the forefront of the area in Georgia, the Southeastern region, nationally and internationally.

I am pleased to see that interdisciplinary courses are required in this proposal, and thus the development of the PhD program in Health Services Research and Policy will create a significant potential for future interdisciplinary research collaborations both within and outside of UGA.

In brief, I enthusiastically support the proposed PhD program.

Sincerely,



Donglan "Stacy" Zhang, PhD  
Associate Professor  
Department of Health Services Research  
NYU Long Island School of Medicine  
NYU Langone Health System  
101 Mineola Blvd, Mineola, NY, 11501



March 7, 2022

Dear Dr. Khan,

This letter is in support of the proposed PhD program in Health Services Research and Policy in the College of Public Health at the University of Georgia.

The need for students trained in these areas of expertise is great, as we find ourselves in an ever changing landscape of public health crises impacting society.

KSU looks forward to our continuing collaboration with UGA to make Georgia a leader in health policy research.

Sincerely,

A handwritten signature in blue ink that reads 'P. Corso'.

Phaedra Corso  
Vice President for Research  
Kennesaw State University

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OFFICE OF RESEARCH

Kennesaw Hall • Room 3424 • MD 0111 • 585 Cobb Avenue • Kennesaw, GA 30144  
Phone: 470-578-6046 • Fax: 470-578-9110 • [www.kennesaw.edu](http://www.kennesaw.edu)

### Appendix 3: Faculty

| Name                     | Rank   | Courses Taught  | Degrees  |
|--------------------------|--|---|--|
| Grace Bagwell Adams      | Assistant Dean for Outreach, Engagement, & Equity, Associate Professor | HPAM 8400, Advanced Policy Analysis in Public Health (3 hours)  | BA, MPA, PhD Philosophy & Public Administration                                      |
| Zhou “Adam” Chen         | Associate Professor  | HPAM 8340/8340E, Social Determinants of Health and Health Disparities (3 hours)<br>HPAM 8300/8300E, Research Methods in Health policy | BS & MMgt Management Science, MS Statistics, PhD Economics                           |
| Daniel Jung              | Assistant Professor  | HPAM 8350, Research Methods II in Health Policy (New) (3 hours)   | BA Healthcare Management, PhD Population Health Sciences                             |
| Janani Rajbhandari-Thapa | Associate Professor  | HPAM 7600, Health Economic I, and HPAM 8600, Advanced health Economics  | BS & MS Agricultural Economics, MPA International Development, PhD Applied Economics |
|                          |  | BIOS 8101, Regression and Analysis of Variance  |  |
|                          |  | HPAM 7760, Public health Law and Ethics for Public Health Practitioners   |  |
| Cham Dallas              | University Professor   | HPAM 9000, Doctoral Research (at least 6 hours)<br>HPAM 9300, Doctoral Dissertation (at least 6 hours)<br>Elective courses            | BA Biology, MS & PhD Toxicology  |
| Kerstin Gerst Emerson    | Clinical Associate Professor   | HPAM 9000, Doctoral Research (at least 6 hours)<br>HPAM 9300, Doctoral Dissertation (at least 6 hours)<br>Elective courses            | BA Economics & Psychology, MGS & MS Gerontology, PhD Gerontology                     |
| Mohammad Rifat Haider    | Assistant Professor  | HPAM 9000, Doctoral Research (at least 6 hours)<br>HPAM 9300, Doctoral Dissertation (at least 6 hours)<br>Elective courses            | PhD Health Services Policy and Management  |
| Curt A. Harris           | Associate Professor  | HPAM 9000, Doctoral Research (at least 6 hours)<br>HPAM 9300, Doctoral Dissertation (at least 6 hours)<br>Elective courses            | BS Chemistry, PhD Toxicology   |
| Justin B. Ingles         | Clinical Assistant Professor   | HPAM 9000, Doctoral Research (at least 6 hours)<br>HPAM 9300, Doctoral Dissertation (at least 6 hours)<br>Elective courses            | BS, MS Chemistry, MPH Health Policy and Management, PhD Epidemiology                 |
| George M. Khalil         | Part-time Assistant Professor  | HPAM 9000, Doctoral Research (at least 6 hours)<br>HPAM 9300, Doctoral Dissertation (at least 6 hours)<br>Elective courses            | BA Religious Studies, MPH, DrPH  |
| M. Mahmud Khan           | Department Head & Professor  | HPAM 9000, Doctoral Research (at least 6 hours)   | MSS Theoretical Economics, MA Economics, PhD Applied Economics                       |



|                  |                               |  |  |
|------------------|-------------------------------|--|--|
|                  |                               | HPAM 9300, Doctoral Dissertation (at least 6 hours)<br>Elective courses  |  |
| Jean O'Connor    | Part-time Associate Professor | HPAM 9000, Doctoral Research (at least 6 hours)<br>HPAM 9300, Doctoral Dissertation (at least 6 hours)<br>Elective courses | BS, MPH, JD, DrPH                                  |
| Michelle Ritchie | Assistant Professor           | HPAM 9000, Doctoral Research (at least 6 hours)<br>HPAM 9300, Doctoral Dissertation (at least 6 hours)<br>Elective courses | BA & MA Geography, PhD Geography & Climate Science |

## Documentation of Approval and Notification

**Proposal:** New Major in Health Research and Policy (Ph.D.)

**College:** College of Public Health

**Department:** Health Policy and Management

**Proposed Effective Term:** Fall 2023

### Approvals:

- Health Policy and Management Department Head, Dr. M. Mahmud Khan, 3/9/22
- College of Public Health Graduate Education Committee Chair, Dr. Kerstin Gerst Emerson, 3/10/22
- College of Public Health Dean, Dr. Marsha Davis, 3/18/22
- Graduate School Associate Dean, Dr. Anne Shaffer, 4/6/22

### Letters of Support:

- Economics Department Head, Dr. Christopher Cornwell, 1/30/22
- Clinical and Administrative Pharmacy Department Head, Dr. Henry Young, 1/30/22
- Doctor of Public Health Program Coordinator, Dr. Zhuo Chen, 1/31/22
- Nutritional Sciences Graduate Coordinator, Dr. Alex Kojo Anderson, 2/6/22
- Social Work Ph.D. Interim Director, Dr. Tiffany Washington, 3/1/22
- Public Administration and Policy Department Head, Dr. Bradley Wright 3/1/22
- Agricultural and Applied Economics Graduate Coordinatory, Dr. Jeff Mullen, 3/1/22
- Tulane Health Policy and Management Interim Department Chair, Dr. Lizheng Shi, 3/1/22
- NYU Long Island School of Medicine Health Services Research Department Chair, Dr. Donglan “Stacy” Zhang, 3/3/22
- Kennesaw State University Vice President for Research, Dr. Phaedra Corso, 3/7/2022